

Effects of BRAC Training on Secondary School Teacher Trainers

Rokiba Ahmed

Student ID: 8337798136

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BRAC University
66, Mohakhali, Dhaka 1212

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Declaration

I declare that the Dissertation titled “Effect of BRAC Training on Secondary School Teacher Trainers” is submitted to the BRAC Institute of Languages (BIL), BRAC University in partial fulfilment of the degree MA in TESOL. This paper is the result of my personal investigation; it has not been presented and submitted wholly or in part for any other degree.

Name of the candidate: Rokiba Ahmed

Signature: _____

Date: _____

Approved by:

Supervisor

Coordinator, TESOL Programme

Director, BRAC Institute of Languages

Abstract

Training is essential for teacher trainers. Teacher trainers need to deal with different types of participants and they face challenges during the training sessions. This study aims to explore the difficulties of teacher trainers in conducting training sessions. For identifying factors contributing to difficulties in training, a survey has been conducted and training sessions have been observed. Both quantitative and qualitative methods have been used for collecting and analyzing data. Initial findings of this study indicate that the trainers want training from native speakers to develop their listening skills, knowledge and attitude towards trainees. The findings suggest that training of trainers should be based on subject knowledge and must include lessons on attitudinal improvement.

Keywords

Application of training, Attitude, Behaviour, CLT approach, Knowledge, Learner, Training, Language learning

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List of Abbreviations

CLT	Communicative Language Teaching
ELT	English Language Teaching
ELTIP	English Language Teaching Improvement Project
GTM	Grammar Translation Method
PACE	Post Primary Basic and Continuing Education
TOT	Training of Trainers
TQI-SEP	Teachers Quality Improvement - Secondary Education Project

Dedication

This thesis is dedicated to my Mother who has always been a moral support. This thesis could not be done without the support from my family. I am very much thankful to them. My 5 years old daughter missed her mother awfully but understood the situation, as she also had to do her homework for school.

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Chapter -1

Introduction

1.1. Background:

BRAC is a development organization dedicated to alleviation of poverty by empowering the poor to legalize their potential and bring about positive changes in their lives. In line with this wider view, BRAC secondary school education pilot project started in 2001 to provide subject-based residential training for English, Mathematics and Science teachers of rural non-governmental high schools in order to enhance their capacity particularly in the teaching of the new topics introduced in the revised curriculum. This included 22 secondary schools in rural areas. Now BRAC Post-Primary Basic and Continuing Education (PACE) is working with more than three thousand schools.

1.1.1. Why TOT:

The TOT is an approach which is accepted by educators. Typically, a TOT begins a ‘cascade of training’ (Baron, Jensen, & de Jong, 2002; Baron, 2006) in which trainers teach knowledge, intervention techniques, activities or skills to trainees, who become trainers, and then teach this knowledge to others. The cascade forms as each trained group has its capacity raised to the point where it can inform another group who can inform the next group. The exponential sharing of information via a cascade of training approach is remarkable. For example, a cascade begins with a trainer teaching new information to 20 trainers and then training them as trainers in a TOT. Using a cascade method, each of these 20 new trainers trains another 20 teachers and the knowledge is then known to 200 teachers. If all 200 share their knowledge with more, then the information reaches 40000 teachers, and this knowledge spreads at a remarkable pace, but BRAC works with more than 4000 schools and if 2 English teachers get training from every school then 8000 teachers are able to know the particular subject. As a result 3000 schools’ S.S.C exam results should be very satisfactory. But in reality this is not happening as planned. It indicates that trainers are lacking in giving training. These trainers should be under continuous training programme, which is not being done for various reasons such as time limitations, poor logistic support, proper training materials etc.

1.1.2. The participants:

BRAC education programme works in 60 districts out of 64 districts. The participants are from different districts of rural areas secondary school's English language teachers. The quality of secondary education in Bangladesh is not up to the expected level. This is evident in the fact that a significant percentage of students do not achieve the competence to pass the Secondary School Certificate (S.S.C.) examination. Various socio-economic factors contribute to such low academic output and attempts have been made to trace out the factors. For example, upon completion of a needs-assessment study in 22 pilot schools, BRAC found many teachers did not have comprehensive understanding of their respective curriculum. There are a number of contributing factors for this deficiency, one of which is the change in government curriculum in 2013. BRAC Education programme's objective is to supplement the government's efforts to improve quality of secondary level English language teaching in Bangladesh by enhancing the professional development of subject teachers, strengthening the management capacity of non-government secondary schools, and developing self-esteem and creativity of students. This is accomplished through teacher trainings. And for teacher trainings BRAC employs teacher trainers and arrange 06 days Training of Trainers (TOT) for them. After getting the (TOT) the trainers observe the trained trainers training and then they conduct training sessions.

1.1.3. Objectives of the training:

The secondary education of Bangladesh is deeply engrossed in problems both administrative and academic. The major problems can be categorized as (a) access and equity, (b) quality of education (c) governance and management of education, and (d) inadequacy of resources and their ineffective use (BRAC Research Department-2010). To attain the ELT goals, prompt addressing of these problems has become a necessity. PACE under Post-primary Basic Education (PBE) is trying to address these problems in collaboration with the government ensuring better management in the schools and strengthening the professional skills of teachers providing subject-based training. Each module's training duration is 12 days and refreshers training duration is 5 days, and each training session allows 20 teachers attempting to achieve the following objectives:

- To develop teachers' teaching capacity
- To change positive attitude towards students

- To ensure smooth functioning of large classroom
- To cope with techniques and technology
- To build up teachers' confidence
- To inspire teachers making a congenial environment of English
- To introduce Communicative Language Teaching (CLT) approach (English)
- To make teachers professional

(BRAC Training Module-2001).

1.1.4. Who are the trainers:

For achieving the training objectives BRAC education programme was assigned to conduct training sessions by appointing some English language trainers of English background. When the training programme enhanced, BRAC required more English language trainers. If English background trainer was hard to find then other subject trainers who are good in English language are appointed through examination. Besides some good trainees from different training sessions are spotted and turned into trainers by providing TOT. But at times the trainers do not have sufficient proficiency to conduct training sessions. Therefore, trainers need training to deliver proper training to the trainees. They should get the real on-track training and pass it to the secondary school teachers. Finally, the school teachers are expected to take proper and fruitful classes in the secondary level so that the students are genuinely benefited which is the actual goal. The curriculum of our education system goes on with a continuous changing process after a certain interval; the research findings can help to redesign the entire teaching system. Whether trainers are new to training, or are already conducting training courses and need a refresher, this training of trainers' need to be redesigned to enhance their skills and teaching techniques. It is helpful to keep the skills of trainers up to date to enable them to deliver engaging, informative and effective training courses.

1.1.5. BRAC coverage TOT:

BRAC education programme is supposed to arrange TOT quarterly. But sometimes it becomes impossible due to shortage of trainers, trainees, venues etc. 52 TOT were scheduled from 2001 to till date but only 41 TOT were possible. (BRAC MIS report).

1.1.6. Effects of training:

The world is becoming a ‘global village’ and with this transition, the demand for English language teaching and learning is increasing. To meet the increasing demand, the need for teachers’ professional development has also been realized simultaneously. According to the education system of Bangladesh, English is taught as a compulsory foreign language to the students from class one to twelve (Islam, 2010). Before the introduction of Communicative Language Teaching (CLT) approach, Grammar Translation Method (GTM) was used to teach this language which produced graduates with a limited scale of accuracy but most of them were unable to communicate in their real life situation (Islam, 2010). Rahman (1999), in the Implementation, Monitoring and Evaluation Department (IMED) report observes that the learners in Bangladesh were lagging behind in effective English communication, and to improve this situation, the government of Bangladesh in 1990 changed the curriculum to be communicative. In the period from 1990 to 1995, the communicative textbooks were developed for class six to eight by a project of National Curriculum Textbook Board (NCTB) titled ‘Orientation of Secondary School Teachers for Teaching English in Bangladesh (OSSTTEB).

When communicative language teaching was introduced in 1996, the necessity of training the teachers teaching English in secondary level was greatly felt as the teachers and students were not aware of CLT until 1997 (Islam, 2010). For this reason several projects and programs like BRAC Education Programme, English Language Teaching Improvement Project (ELTIP), Teaching Quality Improvement in Secondary Education Project (TQI-SEP), and United Kingdom and Bangladesh Education Trust (UKBET) have started working to catch up with the trend of CLT. These projects and programmes are involved in accomplishing various types of activities like reviewing and developing curriculum, developing texts and supplementary materials and training trainers and teachers. For

implementation of CLT in the classroom, BRAC Education Programme Pilot Project started in 2001 to provide subject-based residential training for English teachers of rural non-governmental high schools in order to enhance their capacity particularly in the teaching of the new topics introduced in the revised curriculum of the subjects of English language. The training course focuses on the developing teachers' language competence, becoming familiar with the textbook and its testing format, teaching techniques and methodologies in four English language skills, vocabulary, and grammar teaching techniques, pronunciation matters, paper checking, peer checking, providing feedback, brushing up instructional English, correcting mistakes and errors, micro-teaching, observation feedback, lesson planning, facilitating teaching techniques through warm up, pair and group work, brainstorming, drilling, classroom management, designing useful materials like visual aids etc.

Now the question arises about the impact of all these changes, such as change of curriculum, textbooks, teaching methodology and the training communicated to the trainers through teachers. But still some trained teachers are not efficient for taking the class according to the textbook objectives and students are not achieving the goal.

Therefore, the researcher of this study assumed that there could be several problems in training materials, content, facilitation method of trainers and trainers' attitude towards trainees. Therefore, this research investigates, through observed data, how far the trainers' training is being implemented in the classroom situation. Some studies in this field like (Yasmin, 2008;Roshid, 2008) support that most trained teachers do not implement the training in their classrooms. Therefore, this study attempts to find out the reasons behind such inactivity.

1.2. The training of trainers (TOT) in context:

Education is a process which helps to develop the potentialities of human being including their knowledge, capabilities, behavior patterns and values. In English Language learning context, there are various factors that influence the learning process such as motivation, attitudes, anxiety, learning achievements, aptitudes, intelligence, age, personalities, etc. (Gardner, 1960; Lehmann, 2006, cited in Shams, 2008). Development of a nation always relied on knowledge acquired

through education and its practical applications. Considering any efficient education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of quality education system. For quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. Quality education is a precondition for national and global development. For getting quality teachers we must develop teachers through training. Now the question is who are the teacher trainers and what types of quality they accrue. For the same purpose teacher trainers' need quality training and this study tried to find out effect of trainers training on non-govt. secondary school teachers. Trainer's attitude and knowledge are recognized as one of the most important factors that force on teachers training because quality teachers and teaching only can be the strong agents of national modernization.

Generally people unable to cope with problems of the mind, heart and social relationships have been assisted globally through interventions by families, communities, religious leaders, elders, traditional healers, social workers, health workers and other concerned people, for entries. When these issues, now commonly referred to as psychosocial and mental health problems, are exacerbated by wars, common conflicts and natural and manmade disasters, the natural and usual interventions available to manage them are not always sufficient. Additional interventions are, thereby, outsourced. Sometimes the outsourcing is from other locations within the same country. However, recently out sourced involvement more frequently come intended by trainers and needed for optional intervention, is essential (Whong, 2011). Culturally insensitive training framework that neither placed the techniques into a sustainable context nor informed about the potential longevity of the technique's usefulness. Cultural rules were not taken into account. There was no follow-up by the trainers to ensure that the techniques were used electively. Teachers' trainer was trained as a counselor and then trained to train counseling skills to others, yet he had never practiced counseling himself. It is hard to imagine how someone who has no experience can possibly electively train others. Additionally, the techniques taught were not based on an understanding of culture or context.

1.3. Problem Statement:

In Bangladesh English is taught as a compulsory subject from class one to twelve since 1992. Nevertheless, the condition of English revealed a frustrating ELT scenario in Bangladesh, and the reason behind this was substandard teaching methodology, that is, Grammar Translation Method (GTM), in which listening and speaking skills were totally ignored and English was taught as a content subject in teacher-centered classes. In 2001 BRAC Education Programme was launched to train English teachers in ELT. In place of GTM, CLT has been introduced, communicative training modules have been developed and quite a good number of teachers are trained to raise their awareness of the changes. Furthermore, the teachers have been prepared with the techniques and methods of teaching the new books effectively to make learners competent users of English language. The new books provide the learners with variety of materials such as reading texts, dialogues, pictures, diagrams, tasks and activities to help learners improve their four basic language skills. Yasmin (2008), comments that the new textbooks are good as they highlight the four English language skills, and emphasize natural situations and activities. The researcher also noticed that these books have some drawbacks, for example, the lack of literary texts and authentic listening texts.

In spite of all these changes and teacher training initiatives, things have not changed much. According to Yasmin (2008), the current Bangladeshi ELT situation clearly indicates that despite the introduction of CLT, many factors of Grammar-Translation Method are still in practice, which creates a huge mismatch between CLT and present practices. She also claims that in Bangladesh CLT is not fully applied yet. It seems that the reluctance of trained teachers to implement the training concepts in the classroom may be one of the main reasons of the unsatisfactory application of CLT in Bangladesh.

The secondary education quality of Bangladesh is not achieving the target and the expected goal, which, as mentioned in the previous section, is reflected in the poor pass percentage in the Secondary School Certificate (S.S.C.) examination. Training sessions are introduced by BRAC Education Programme for rural secondary school teachers of English language. Previous experiences in teaching and learning situation reveal that the teachers could not deal with the difficult subject based lessons properly. Students fail to grasp the lesson easily. The teachers emphasize only reading and writing skills, because these two skills are examination oriented.

They completely ignore listening and speaking skills, the CDs supplied by the NCTB are of native speakers, and both the teachers and students do not understand the content and thus do not feel any interest. BRAC training is devoted to find out some positive changes in secondary school education through training for English teachers capacity mostly in the teaching of the latest content set up in the modified curriculum. Even now some trained teachers are not competent for achieving the text book objectives. This research investigates the reasons why the training concepts are not applying in the classroom.

1.4. Purposes:

The purpose of the study is to trace out the effectiveness of the existing teacher training programs in ELT of BRAC Education Programme. Researcher have found many teachers did not understand the revised subject concepts or the new teaching methods introduced and a good number of training programs are providing more or less the same kind of training to the teachers and it is observed that after completing training, the teachers do not seem to be interested to apply the training in their classrooms. Therefore, it appears that there are problems for which teachers do not feel encouraged to implement the training. This study intends to find out the problems related to the application of training in the classroom so that remedial measures can be taken to make it effective.

Therefore, the primary purpose of this study is to find out the effects of training on secondary school teacher trainers. As mentioned earlier, BRAC trainers get TOT following which they apply this training in classroom situation and this is assessed by the TOT module developer and trainers. The objective of the class is to find out whether the training they received is well implemented.

1.5. Central Research Questions:

The central research questions of this study are:

1. To what extent is the existing training implemented in the classroom?
2. What are the reasons of the unsatisfactory implementation of training in real classroom?
3. What are the main problems a trainer faces while conducting teacher training?
4. How can a trainer develop his/her facilitation skills?

1.6. Significance:

As the major problems of non-implementation of training are expected to be identified through this research, it will help the material developers to review existing training module for implementing the training removing the identified problems to achieve the desired goal. It will also help the TOT trainers involved in the training programs to make their training more effective taking corrective measures if the problems are identified. For the improvement of trainers, this research will unfold areas of further research regarding English language teaching and learning in BRAC Education Programme.

1.7. Delimitation:

ELT is a broad area. Curriculum, syllabus, teaching materials, methodology, and training are a few particular aspects of it. This study has focused only on training of trainers (TOT) which is an important issue for English Language teaching and learning. The training network is nationwide and a large number of organizations are running training for secondary level English teachers of schools, madrasahs and vocational institutes. This study has further narrowed down the breadth and investigated only the BRAC training programme. This study, therefore, limits its scope to examining the effects of training on teaching and learning of the secondary level schools teacher trainer.

This study was conducted on BRAC secondary schools teachers and trainers. Communicating the participants and collecting data from different areas BRAC Learning center (BLC) created problems. Moreover, political unrest, strike created problems to carry out the plan of this study smoothly and made it difficult to finish the project in time.

1.8. Thesis Outline:

The thesis consists of the following chapters:

Chapter One provides a brief outline about the research and the thesis, including the background of the topic, context, purposes, the specific research problem, and associated research questions and objectives of the study; and lastly, the significance and delimitation of the research.

Chapter Two explores the relevant material from the extensive bodies of literature on English language teaching, constraints of the implementation of training, attitudes towards teaching, learning theory to determine the significance of study. It reflects on the nature and problems of teaching learning and.

Chapter Three outlines the research methods for this study by combining both qualitative and quantitative techniques. It provides a brief description of selection of the study areas, the data collection method and analysis along with the limitations.

Chapter Four reports on the findings and discussions of the study. It explains in detail the challenges to conduct training; the barriers to training implementation; and prospective areas of participation. The chapter is divided in quantitative and qualitative part. While part one elaborates these findings from the perspectives of the result under study, part two presents the data obtained from interviews, focus group discussions with participants and training observations from BRAC trainers and trainees in BRAC Learning Centre. The Chapter also contains a detailed discussion of the study.

Chapter Five provides a brief account of research findings. It presents a brief account of the study.

Chapter- 2

Literature Review

2.1. Introduction:

This chapter discusses the thoughts of various ELT specialists and researchers related to this study. In addition, it focuses on ELT issues, teaching methodology, trainers training, teacher training and its effectiveness.

2.2. English Language Teaching (ELT):

English language teaching has been an important component on the national curriculum in the subcontinent. For this purpose ELT teachers needed to receive the training to run the class smoothly and effectively according to the national curriculum, and for the same purpose training session reinforce the trainers' knowledge, skills and attitudes towards teachers. The National Teachers Training College (TCC) Program is building capacity for quality improvement among teachers but they do not feel to develop the teacher trainers. In response to this need, some Non-Government Organizations (NGOs) have taken initiatives for Training of Trainers (TOT) to develop teacher trainers' capacity and ability. In this regard Billah (2010) wrote an article about necessity of trainers' conference that was organized by both the government and non-government training sector to create a space for trainers to share their experiences. Researchers consider it is necessary for the trainers' as their training parts, because they work to achieve the same objective but they do not have any common platform to share their experiences, ideas and professional findings. It will be a good initiative for the entire trainers of secondary level education of Bangladesh if the conference takes place twice a year. Trainers training is a process of acquiring knowledge, skills, and attitude, which are important to fill the gap between trainees' desire and capability. Learning by doing approach is best to teach the trainers how to train well. Observing the training is better than the participation in the training, from observation a trainer can easily understand about the important and less important activities.

Billah (2013) believes that a teacher can make the most of his/her classroom environment by carefully considering the needs of his/her students. According to the discussion the learner can pick the appropriate knowledge and they can use it in their training sessions (Billah, 2013).

Basu (2013) suggested some qualities of trainers such as good and friendly relation with trainees, patience, and charming personalities which attract the trainees. Therefore, continuing training is needed for trainers to build the training capacity. The researcher feels TOT graduates need some engaging and effective continuous workshops, while involving them with quality improvement experts and peers facing similar challenges. Before attending the thorough face-to-face TOT session, a participant is asked to complete the peer work, which includes online learning, readings of available quality publications, and participation in two conference calls. It will be very helpful to remove the shyness of trainers (Basu. 2013). Teaching approach in Bangladeshi English class, both before and after the introduction of CLT, is teacher centered and students are hardly involved in activities, here ELT involves reading the textbook loudly and describing the meaning of the new words and translating every sentence of English textbook to Bengali (Yasmin, 2008).

Harwell's (2003) research includes professional development and contextual teaching and learning. Her article "Teacher Professional Development: It's Not an Event, It's a Process" refocuses on the classroom, specifically on the importance of teacher professional development in changing teachers' classroom behaviors leading to improvement in student performance (Harwell, 2003). The researcher agrees with her and believes there is no alternative for training if education should reach the root level.

Coskun (2011) thought about what techniques teachers practice in the real classroom and what their attitude is towards EFL classroom. The outcome about the challenges of implementing CLT derived from the teachers perspectives in Coskun's study are: large classes, traditional grammar-oriented examinations and lack of time for preparing CLT materials.

A study by Mowlaie and Rahimi (2010) in Iran which was conducted with one hundred EFL teachers shows discrepancies between what the teachers believe about different CLT principles and what they practically do in the classroom. The study also signifies the reasons for this, where Mowlaie and Rahimi pointed some reasons; teachers are short of professionalism and lack updated teaching skills, and, most importantly, the teachers who have some familiarity with CLT and hold a positive attitude towards CLT face difficulty in teaching in a real classroom context because they do not know how to turn theoretical knowledge into practice.

Fairley and Fathelbab (2011) report that teachers' beliefs and commitment to CLT principles are often inequitable by practice. This study also claims there are six most common challenges in a CLT writing and reading classroom. These are: lack of eagerness, an idle audience, one group finishing before another, shortage of teaching materials, less student participation, and lack of teachers feedback. The article aims to meet the challenges by empowering teachers by adequate training through a better understanding of CLT principles. It is not that every trainer is capable of making the teachers understand the CLT principles that is why teachers do not understand clearly and fail to apply them in the class.

As attitude is one of the key factors for success in language learning, frequent studies have already been conducted in the field of language attitude (Ghazali et al., 2009). Saidat (2010) mentions that language attitude research has been considered in the previous 50 years because of the growing relation between the importance of the language use and the nature of individuals. Learner's attitude is recognized as one of the most important factors that has impact on learning language (Fakeye, 2010). This study highlights the concept of attitude as one of the major effective factors for success in learning a foreign language.

The existing curriculum is very much changed, compared to the previous one. Textbooks are based on the communicative approach. The curriculum recommends English to be used as much as possible by the teachers and students in the classroom. The main objective of ELT is to facilitate the development of learners' communication competence of their language skills which develop mainly through practice in real life situations. One of the major objectives of BRAC TOT is that trainers should have the belief that they are part and parcel of CLT approach and they will reflect this belief in their training sessions (Orafi & Borg, 2009). As the teacher beliefs and the standard of the books are somewhat different, this curriculum cannot be fully implemented as expected. That is why teacher training is important and before teachers training, trainers need to know the proper implementation of the curriculum.

Achievement in a target language cannot be achieved only by intellectual capacity, but also on the learner's attitudes towards language learning. This means that learning language should be approached primarily as a social and psychological phenomenon rather than as a purely

academic one. In this regard, Rahman (1999) mentioned that because of the absence of specific goals of rightful use of English in the national life, English language teaching has been subjected to change in curriculum and provision for teaching English at different levels resulting in the decreasing quality of education in Bangladesh.

2.3. Teaching Methodology:

With regard to English language teaching, a number of methods and approaches have been introduced, and among them Grammar Translation Method dominated European and foreign language teaching for about 100 years from the first half of the 19th century to the first half of the 20th century. In modified form, it continues to be widely used in some parts of the world today. The objectives of GTM is to teach grammatical rules and train the students to write the new language accordingly, although there is much stress of knowing the rules and exception, little training is given in using the language actively to express one's own meaning.

Richards and Rogers (2001) claim that CLT marks the beginning of a major change in language teaching in the twentieth century. They have stated that CLT is considered an approach, not a method because it refers to an array of principles about the communicative view of language and language teaching as used in the classroom. These principles include:

- We learn language through attempted communication
- Classroom activities should be centered around authentic and meaningful communication
- Fluency is important in communication
- Different language skills are integrated when communicating
- Learning is a creative trial and error process

The main focus of CLT is to encourage students to use the language they are learning in the classroom through a variety of activities. CLT is a widely recognized teaching approach. However, in Bangladesh, it has created a few misconceptions. Many believe that in CLT teaching and learning grammar is not necessary and that the main focus of CLT is to develop speaking skills. These are common misconceptions found around the world, leading to conflict

against CLT practices. Quader (2005 in Yasmin, 2008) argues that the main source of this conflict is the lack of unity between the various aspects of CLT.

Although CLT does not believe that grammar should be taught as a firm set of rules to be memorized, it should not be disregarded. Grammar should be integrated into the main classroom activities to reinforce grammar rules. Although there is resistance, Yasmin (2008) states that 88% of students liked the CLT teaching approach and they believe they would be able to improve their English language skills. In Bangladesh, CLT was introduced to achieve fluency in language use, as before, students would simply memorize grammar rules to pass examinations. It was thought that CLT would create communicatively competent students. If teacher has clear knowledge and idea about CLT implementation in classroom situations then CLT method can succeed. Proper TOT and practice make this most effective.

2.4. Education Policy of Bangladesh:

In 2010, the education policy of Bangladesh stated that primary level education is considered from class one to eight and secondary education is from class nine to twelve. This includes four public examinations (Primary School Certificate, Junior School Certificate, Secondary School Certificate, and Higher Secondary Certificate). In the previous education policies, however, primary education was from class one to five, secondary from class six to ten, and higher secondary from class eleven to twelve, and public examinations were conducted only for the SSC and HSC. In this study, secondary education is considered to be from class six to ten.

Key features of Bangladesh Education Policy 2010 are:

- Unified curriculum for general, madrasa, vocational education up to secondary level.
- A one-year pre-primary education for children over five years old would be introduced.
- Compulsory primary education from class one to eight
- Primary education will be free, for all and compulsory up to class-VIII and stipends would be given to students on the basis of results in class V.
- Information and Communication Technology (ICT) and Bangladesh Studies have been introduced to primary and secondary levels.

- Secondary level from class nine to twelve
- All 3-year degree courses to be made 4-year
- Religion, ethics education for all faiths up to secondary level
- Technical education institution at every upazilla
- Integrated Education Law to be formulated
- Teachers will be given more facilities alongside more and modern training,
- Permanent Education Commission to be formed.

2.5. English Language Teaching policy in Bangladesh:

In Bangladesh Education Ministry is the highest authority to develop Post -Primary Education sector. Ministry of Education make policy, formulates rules, and takes steps for developing post-primary to higher education sectors including Madrasha, Technical and Vocational education. Besides these, it formulates laws, rules, and regulations for the management and administration of the above education sectors. There are some attached bodies that act for supervision and management of the mentioned educational sectors. The number of post primary institutions is about 35233 including public and 78 private universities. BRAC Training materials for the trainers and teachers are developed in the light of English Language teaching policy of Bangladesh. All trainers should have knowledge of English Language teaching policy of government of Bangladesh to let the trainees know about the policy.

2.6. Constraints of the Implementation of Training:

Training is imparted to the teachers with a view to bringing a positive change in enhancing the quality of teaching English but in reality it has not happened as training is not being implemented as was expected (Yasmin, 2008; Roshid, 2008). Many factors may be responsible for this. From the reports of (Yasmin, 2008; Roshid, 2008), some of the factors can be identified as constraints in implementing training in the classroom which are stated below:

2.6.1. Shortage of qualified English teachers:

The success of CLT approach and training largely depends on the efficiency of teachers, but we have a huge shortage of qualified English teachers throughout the country and many of the existing ones are not efficient points out that the standard of English teaching in our country is anything but satisfactory due to the lack of adequately qualified English teachers, and this inadequacy raises the question of the effectiveness of training. In Bangladesh, the teaching community is underpaid; and as a result, one option for the teaching profession as the last option, thus increasing the number of inefficient teachers in the teaching area.

2.6.2. Cultural constraints:

Culture should, without doubt, be an open component of ELT instruction outside English speaking countries. The culture is an essential element in the evolution of semantic system and syntactic process. To give reason why the application of CLT is not satisfactory in Bangladesh, Barman (2006) states that teachers and students alike are reluctant to accept the change from teacher centered classes to learner centered classes as local cultural code deems it inappropriate for students to be informal or to argue his point of view with a teacher since such behavior is traditionally seen to be disrespectful in our society.

Teaching and learning theories are not universal like scientific theories, they embody the values of the socio-cultural context of their origin and these are not transferable to other contexts with different socio-cultural values and mode of life (Sampson, Makey, in Shahidullah, 1999). Riley (in Shahidullah, 1999), expresses that most people whose learning experience is necessarily limited to dependent mode of learning under teacher's control are simply not capable of making decision on their own as required by the western autonomous style of learning.

2.6.3. Conflict between teaching and testing:

Teaching and testing are interrelated and teaching may be ineffective if it is not reflected in testing. Heaton (1990) defines test as a tool which is used to find out how well the

students have mastered the language areas and skills which have just been taught. He also stresses that a test should be reliable and valid. Teaching in one method and testing by another frustrates the students as happens in our examination system which is measuring something else rather than communicative competence (Akter, 1999).

In Bangladesh, testing is basically memory based; language tests are tests of memory, not tests of language proficiency or communicative competence (Shahidullh, 1999). Though the syllabus objectives demand that students' ability to use the language skills for communication be tested, in actual fact, students' ability to memorize and copy the textbook contents is what is required for getting high marks in the examination (Shahidullh, 1999). In the textbook all the four English language skills are integrated and equally emphasized, but in the testing system, both internal and SSC, only reading and writing skills are tested and speaking and listening skills are totally ignored (Barman et al, 2006). Though the existing examination tests students' reading and writing skills, it is not effective as it tests their memory and not their ability to use these two skills (*ibid*)

2.6.4. Lack of motivation:

We need efficient and motivated teachers to implement training in the classroom but we find most of the teachers de-motivated for various reasons. As teaching community is underpaid, teaching is not the first choice of many teachers who come to teaching profession as last resort after failing in other professions (Khan, 2005). Training can be treated as incentive for motivation but in our country it is looked upon by the majority of our teachers as a 'one-off event, needed for promotion, pay rise etc. on their job and once they finish it, they are not motivated at all to do anything with the training they have received (Haque, 1999). Teachers are over burdened with heavy workloads with little time to spare for lesson planning, class preparation or correction of written works, on the other hand they are underpaid and as a result they are not motivated to make their classes effective and interesting (Khan, 2005). Apart from low salary, other problems like lower social status, uncongenial working environment make teachers de-motivated and under such circumstances average teachers are left with little motivation for building up a healthy work culture (Khan, 2005).

2.6.5. Lack of monitoring:

Another reason of the non-implementation of training may be due to the lack of monitoring classroom activities of the teachers. Effective monitoring network brings the outcome of any training more effective and meaningful (Khan, 2005). Khan (2005) points out that many trainee teachers have updated their views with the popular ideas of language teaching and their overall response match with the current principles of language teaching which will inspire them to find better teaching practices, but without an effective monitoring network these learnt competence might not produce desired outcome. Teachers take training but they do not apply it in their classroom and that means they can easily follow their favorite Grammar Translation Method as there is no system of monitoring their classroom teaching (Haque, 1999).

2.7. Attitudes towards Teaching:

Education means a process, formal or informal which helps to develop the potentialities of human being including their knowledge, capabilities, behavior patterns and values. In this context the teachers have more responsibilities in molding and building the character of students. Development of a nation always relied on knowledge acquired through education and its practical applications. Considering any efficient education system or educator, effective instructional strategies with identity and high potentials in which the contents were delivered are the main pillars of quality education system.

Quality education is a pre-requisite for national, regional and global development. For delivery of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. Quality teachers and teaching only can be the strong agents of social re-engineering and national reconstruction.

Educationists, no matter how different their educational philosophies and ideologies may be, admit that the ultimate test of nation's greatness is the quality of her citizens which depends upon the quality of her teachers. Teachers are the persons who could develop and mould the students as good citizens. They should develop positive attitude towards their profession, excel in their academic performance and enhance life skills to face the challenges in future (Fairley &

Fathelbab, 2011). Moreover, they should create a better learning environment that arouses students' curiosity to achieve higher goals.

An attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. Therefore, attitude towards teaching means degree of liking toward teaching. In education system the student teachers must possess excellence in all aspects of their conduct which is going to affect children's behavior positively. Student teachers will be the future teachers and if their disposition is bored, it would also influence children's lives socially and morally upright. Good teachers are models of social and moral leadership who not only influence their students but also generate force for all-round growth of a country.

2.8. Learning Theory:

Researcher connects some relevant theories of the study which are interrelated with the research area such as Blooms Taxonomy framework, Krashen's Affective Filter Hypothesis and Lev Vygotsky Zone of Proximal Development theory. All theories are related with the TOT module. The researcher discusses the theories bellow:

2.8.1. Blooms Taxonomy framework:

For TOT one needs to consider Blooms Taxonomy framework. A trainer must have high-quality knowledge, attitude and physical skills. These frameworks divide the three areas into subdivisions. Among three areas, cognitive domain is very important for learners. The divisions outlined are not fixed and there are other systems, was which devised in the educational and training area. However, Bloom's taxonomy is easily understood and is probably the most widely applied one in use today and it needs to be followed by the all types of learners (Bloom,1956)

2.8.2. Krashen's theory (1982):

The hypothesis represented Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claimed that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better prepared for success in all level of learning. According to the affective filter hypothesis,

certain emotions, such as anxiety, self-doubt, and mere boredom interfere with the process of acquiring a second language. The function as a filter between the speaker and the listener that reduces the amount of language input the listener is able to understand. These negative emotions prevent efficient processing of the language input. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place. Krashen sees the learner's emotional state or attitudes as an adjustable filter that freely passes, impedes, or blocks input necessary to acquisition. A low affective filter is desirable, since it impedes or blocks less of this necessary input. The hypothesis is built on research in second language acquisition, which has identified three kinds of affective or attitudinal variables related to second language acquisition.

The Affective Filter Hypothesis states that acquirers with a low affective filter seek and receive more input, interact with confidence, and are more receptive to the input they receive. Anxious acquirers have a high affective filter, which prevents acquisition from taking place. As it is known to all that self-confidence plays a very significant role in learning. The cultivation of self-confidence depended on trainees themselves and trainers help as well. To be more accurate, some of the factors that can reduce classroom communication anxiety include: Taking time to allow classmates to get to know each other, particularly at the beginning of the training; creating a warm welcoming classroom environment, promoting group projects and group discussions, letting shy trainees work with whom they feel most comfortable, encouraging social and oral activities as opposed to just pen and paper assignments. Creating a positive learning environment can make an immense difference for trainees. A trainer can set the tone for the emotional environment in the training session, makes the rules clear in the classroom that ensure an environment of safety and respect for all trainees. Everyone should have a chance to voice their opinion without fear of humiliation. This theory is especially related with trainers learning and before starting the session trainer exchange greetings with the trainees very informally. They try to focus the topic by giving the trainees practical idea, in between

the session do some co-curricular activities such as games, fun, jokes, storytelling, music etc. which are very helpful to remove their anxiety, boringness. The researcher considers it as a part of suggestopedia and also Krashen's input hypothesis which aim to make trainees anxiety level low.

2.8.3. Lev Vygotsky's Zone of Proximal Development theory (1978):

The famous Russian psychologist Lev Vygotsky's second element in the socio-cultural theory is the zone of proximal development (ZPD). He believed that any pedagogy creates learning processes that lead to development and this sequence results in zones of proximal development. It is the concept that a learner accomplishes a task that he/she cannot do alone, with the help from a more skilled person. Vygotsky also described the ZPD as the difference between the actual development level as determined by individual problem solving and the level of potential development as determined through problem solving under adult guidance or collaboration with more knowledgeable peers.

The concept ZPD contains two features. The first is called subjectivity. This term describes the process of two individuals begin a task with different understanding and eventually arrive at a shared understanding. The second feature is scaffolding, which refers to a change in the social support over the course of a teaching session. If scaffolding is successful, a learner's mastery level of performance can change, which means that it can increase a learner's performance on a particular task.

Vygotsky believed that when a learner is at the ZPD for a particular task, providing the appropriate assistance (scaffolding) will give the learner enough of a "boost" to achieve the task. Once the learner, with the benefit of scaffolding, masters the task, the scaffolding can then be removed and the learner will then be able to complete the task again on his own.

Professional Learning Teams and Triads will refer to Vygotsky's work around the Zone of Proximal Development - that is the notion that learning occurs within a social context of conversation and thinking skills and can only occur beyond an individual's Zone of Actual Development. According to Vygotsky, learning occurs only in the Zone of Proximal (potential) Development.

He argued that if a learner can complete a task independently and unassisted then learning is not occurring. In practice this means that we learn best when we start from what is already known and are assisted with scaffolding to work to the unknown.

The role of the professional learning teams and teaching triads is to be aware of each individual's ZPD and then to lead development within a social context rich in oral language. It is neither a learner centered nor teacher centered approach. The learner is led through the use of scaffolding to gradually being able to complete the targeted task independently, resulting in improved student outcomes. BRAC also follows ZPD theory in both TOT and teachers training sessions, when participants face any problem or difficulties then trainer helps them to minimize the gap between their present level and the target development such as feedback, demo, monitoring, sharing etc.

2.9. Summary:

The effective attitudes and actions employed by teachers ultimately can make a positive difference on the lives of their trainees, and this belief will serve as the central focus of this paper. Trainers need to be risk takers by being themselves and by trusting their students. They also need to create independent individuals so learning is more likely to take place. Effective trainers genuinely care, like, accept, and value their trainees. These trainers will demonstrate kindness, share responsibility, accept diversity, foster individual instruction, and encourage creativity. With the knowledge of attitudes and actions, they will have the potential to be an effective trainer who will be remembered tenderly by former trainees. Pre-service trainers just entering a teacher training program can offer valuable insight and knowledge about their prior teachers. These educational experiences have made a difference in their lives, and for whatever the reasons, they are now considering a career in teaching. For the undergraduate students who continue and receive a degree in teaching, it will be important for them to always remember how it felt to be the student and to share with their students that there is no greater wisdom than kindness (Alhmali, 2007).

Chapter- 3

Research Methodology

3.1. Introduction:

This chapter concentrates on the methodological issues of the study. It deals with the research methods chosen for this study including research design, setting, sampling, data collection instruments, data collection procedures, data analysis procedures and their rationale. This study is conducted using both qualitative and quantitative methods. Primary as well as secondary sources are used and analyzed in this study. Field investigation began in November, 2013 and ended in January, 2014. Though both qualitative and quantitative methods are applied here but the researcher placed greater emphasis on qualitative approach because the study demands it. The data was collected from BRAC Training Centre by observing training sessions and from focus group discussion (FGD) and individual questionnaires administered to BRAC English Trainers and trainees.

3.2. Design of the study:

This study is descriptive as well as analytical in nature and tries to find out the effect of the training on secondary school teacher trainers. For this research, data were collected from 400 teachers, 40 trained teachers and 20 BRAC teacher trainers. The teacher trainers were from ten different training sessions in different areas. Data were collected through questionnaire consisting of both close-ended and open-ended questions from rural trained teachers and from interviews of both trainees and teacher trainers.

3.3. The Setting:

The research data were collected in both formal and informal settings. Two types of respondents involved in this study for collecting data were teachers and teacher trainers. Data from trainees were collected from formal setting in the training sessions. Before collecting the data, the researcher requested the trainers to leave the classroom and made the situation as informal as possible. This was done to ensure that the responses of the trainees were not influenced by the presence of their trainers. Trainees were also assured of their anonymity. While data from trainees were collected in both formal and informal settings, the data from trainers were collected

only in formal setting through interviews. Most of the interviews were face-to-face while the rest were taken through e-mail (questionnaire) because the researcher could not be present in person due to political strike. The responses of the interviewees were recorded and some major points were also written down at the time of interview.

3.4. Sampling:

The researcher arranged a number of discussion sessions: two sessions with BRAC trainers and ten sessions with teachers. The study has been conducted in Dhaka, Bogra and Rajshahi in BRAC Learning Centers. It should be mentioned that proper orientation was given to the participants who conducted the interviews. This was important given the fact that the issue was sensitive professionally. The researcher also adopted necessary strategies and techniques, depending on varying situations for the research.

3.5. Research instruments:

The research adopted quantitative as well as qualitative approaches to collect the primary and secondary data. Four types of instruments were used for conducting the survey: one questionnaire for teachers, one interview for trainers, and two FGDs for both teachers and trainers. The questionnaire for the teacher contained both close-ended and open-ended questions. The structured or close-ended questions were preferred as these structured questions are considered to be more efficient than open-ended questions (Seliger & Shohamy, 1989). However, taking into consideration, Nunan's (1988) claims that researchers often obtain more useful information from open-ended questions as they offer an opportunity to the participants to express what he or she wants to say, open-ended questions were also included in the questionnaire to "explore the informant's own perceptions, beliefs or opinions" (Burns, 1999, p. 131) regarding this research topic.

The interview as a research instrument allows the researcher to enter into the other person's perspective (Patton as cited in Merriam, 1998). Therefore, interviews with the teacher trainers working in BRAC was included as tool for data collection as the trainers are knowledgeable and experienced in the field of ELT and its implications. Hence it was thought that they might contribute to the research providing reasons as to why the training is not being implemented in the classroom. The researcher has taken few questions from an existing research tool used in

BRAC Education programme because the thesis is being done on BRAC ELT Trainers Training on Secondary School Teacher Trainers. Other instruments ideas have been taken from other researcher's research instruments.

3.6. Procedures:

Initially the researcher developed a draft questionnaire. Several discussions were held between the researcher and the supervisor who found certain inadequacies and felt the necessity of adding few more questions with changes and adjustments in the questionnaire. With further modifications, the questionnaire was finalized. Trainers were divided in four groups consisting of five members to perform the FGD and the researcher divided the trainees in 20 groups of 10 members each. The FGDs were recorded with prior permission of the trainers.

3.7. Data processing and analysis:

After completing the field study, all the questionnaires were edited and some errors were detected and corrected accordingly. Data were coded and entered in computers; analysis was completed by using Microsoft Office Excel. Focus group and individual questionnaires' results were used to elaborate and clarify findings.

3.9. Obstacles:

Political turmoil and frequent oborodh (blockade), hartal (strike) as well as bad weather initially created tremendous problems in contacting and making appointments with the teachers and trainers for collecting data. At times field visit was almost impossible due to political violence across the country..The researcher even could not meet with her supervisor as and when required. Examinations and vacations further delayed the process of data collection. Besides, non-cooperative attitude of a few teachers and trainers was another major difficulty faced by the researcher to conduct the research.

Chapter- 4

Findings and Discussion

4.1. Introduction

This chapter starts with presenting the background of the research participants providing relevant information regarding teaching, learning and training. It also presents the interpretation of tabulated data, comparative study of the data provided by the different types of respondents and general discussion of data on the basis of central research questions.

4.2. Findings of teachers' questionnaires:

The objective of the teachers' questionnaire employed in this study was to obtain data regarding issues directly related to the central research questions of this research.

The following figures and tables show an overall picture of the analysis of the responses of the trainees.

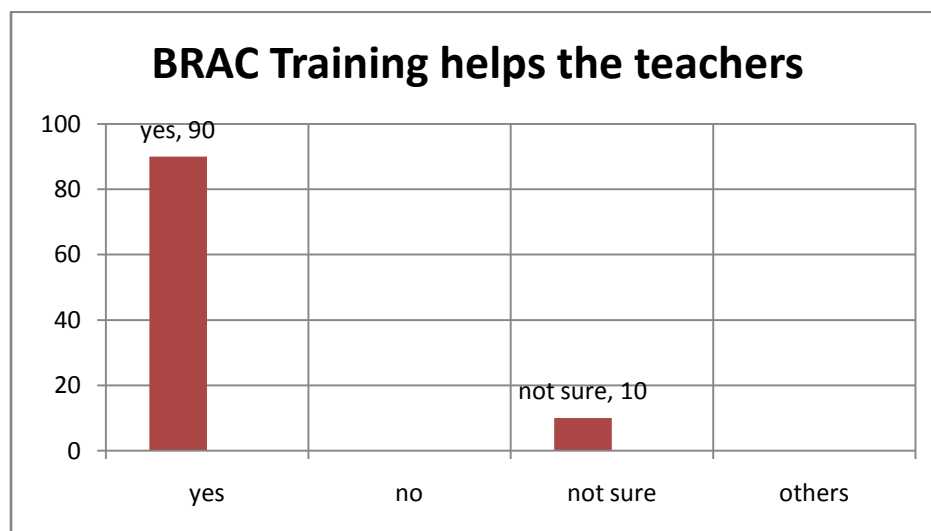


Figure 4.1: Did BRAC training help develop teachers' views and perception for effective teaching?

Figure 4.1 shows that BRAC training course is perceived as quite positive in terms of its effectiveness to develop teachers' views and perceptions for effective teaching. The teachers were asked if the training was effective and it helped them develop their views and perceptions for effective teaching. In response to the question 180 teachers out of 200 said that the training was very effective and it helped them to change their attitude. So about 90% teachers think that the training is good and effective and they have been benefitted from it. They said the training has made them aware of the new teaching approach and helped them teach the newly developed EFT effectively. It has also made them confident to take class in English (see question-3, Appendix-1).

Table 4.1: Findings of teaching techniques:

Questions	Always	Often	Sometimes	Rarely	Never
Using Teacher's Guide	21%	19%	50%	10%	
Using English in the classroom	39%	26%	31%	4%	
Involving students into pair/group work	33%	26%	22%	11%	8%
Teaching vocabulary using techniques other than translation	43%	31%	14%	8%	4%

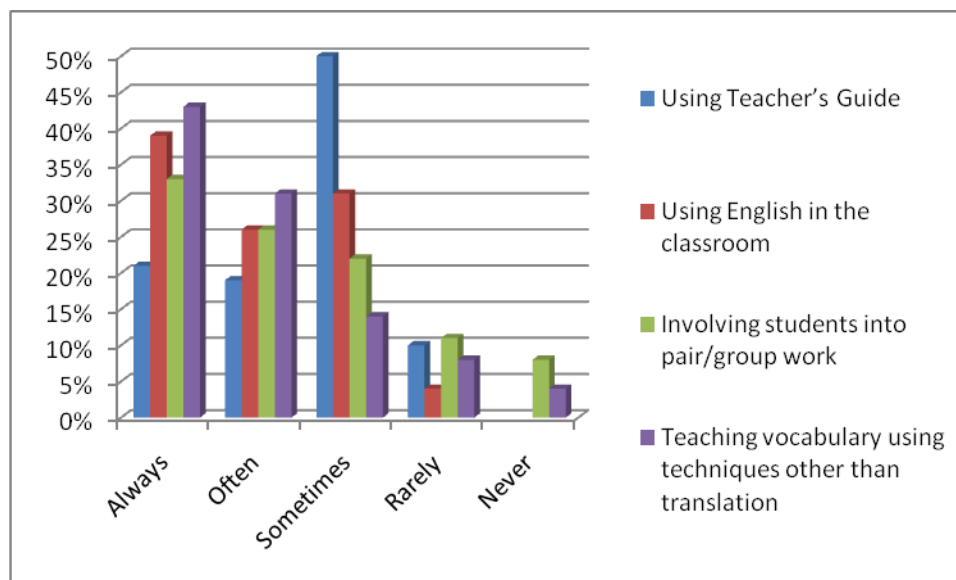


Figure 4.2 Findings of teaching techniques

Since the research focuses on the implementation of the training, teachers' questionnaire was designed with the key components of BRAC training course to see if the techniques or methods covered in the training are being applied by the trained teachers. Teachers are provided with teachers' guide and trained on how to use it for effective teaching of EFT. Regarding using teachers' guide 21% teachers said they always use it. While 19% teachers use it often, 50% teachers use sometimes and the rest 10% rarely use it (see table 4.1). Teachers also commented on this issue. They said they use teachers' guide as it helps them to teach effectively, to prepare lesson plans, to make them confident, to get instructions and word meaning etc. (see question- 4, Appendix-1). Responses to the question *whether they use English in the classroom* were very positive as 96% teachers said that they use English: 39% always, 26% often and 31% sometimes, and the reason they showed are they use English because it creates English environment which helps students develop their speaking and listening skills and encourages them to use English. 4% teachers said they rarely use English; they don't use it very often because they think their students do not understand English (see question- 5, Appendix-1).

The responses to question 6 (Appendix-1) about involving students in pair/group work activity are neither positive nor negative. 94% teachers do pair/group work activity with the students either always or usually as they think through pair/group work students can improve their

speaking skills and it makes the classes interactive. It also helps students remove their shyness and develop the culture of collaborative learning. On the other hand 8% teachers do not do it very often because of inability to manage the large class and as they think it is waste of time as speaking skill is not tested.

In the training, teachers are encouraged not to use Bangla in the classroom to teach new words unless it is absolutely necessary. Rather, they are encouraged to use other techniques like miming, acting, using pictures, realia, giving explanation and example in English. The data in table 4.1 shows that 74% teachers: 43% always and 31% usually, try to use techniques other than translate into Bangla to teach vocabulary. While 22% teachers use the techniques sometimes or rarely and 4% never use teachers' guide. It indicates around 74% of the teachers are interested to use the techniques they have learnt in their training (see question-9, Appendix-1).

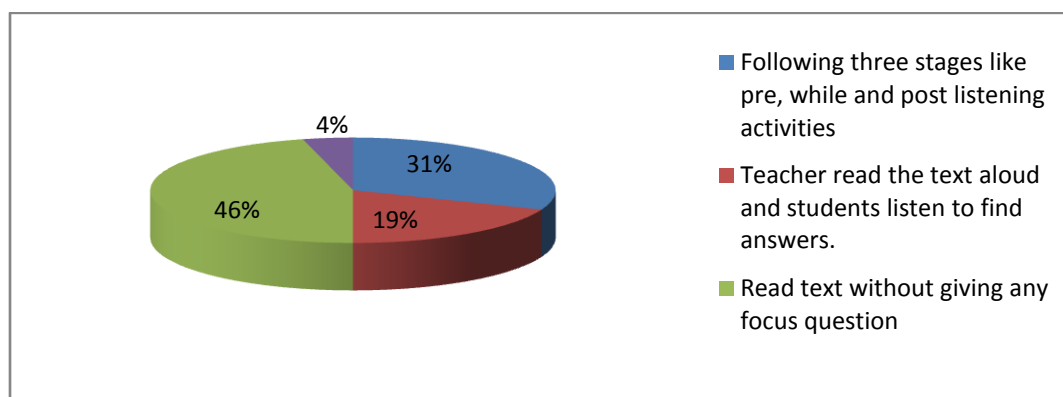


Figure 4.3: Teaching listening skill

Listening skill is one of the most neglected skills as it is not tested in any kind of examination. But the data of this study shows a different picture as shown in Figure 4.6. It indicates that 31% teachers i.e. 62 out of 200 teachers teach listening skills and they teach it following the right kind of approach they are taught in the training while 65% teachers teach it but in wrong way and 4%

teachers do not teach listening skills. The reason of this quite positive result regarding teaching listening skill may be that the teachers are CLT expertise from the renowned schools of rural areas and so they try to teach this skill (see question-7, Appendix-1).

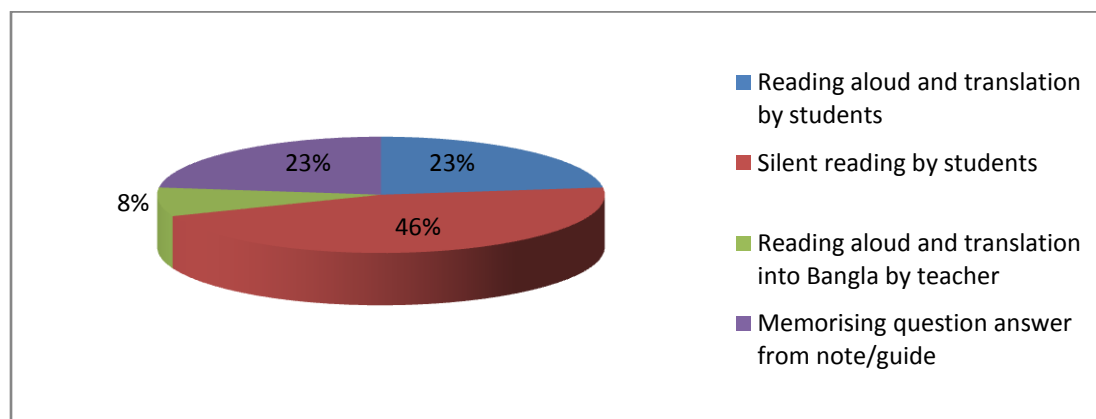


Figure 4.4: Teaching reading skill

Reading skill is still an important skill to the students as well as the teachers as this skill is tested in the examination; so reading skill is taught in the class, but the question is how this skill is taught by the trained teachers- following CLT approach that they have been taught in the training or traditionally. This question was asked to the teachers (see question-8, Appendix -1) and their response shows that more than half of the teachers do not apply CLT approach to teach reading skill rather they still follow the traditional way of teaching it, like asking students to read aloud, reading aloud by the teacher or asking them to learn question answer from note/guide book. Figure 4.5 indicates that 46% teachers teach reading skill involving students in silent reading which is important for developing their reading comprehension. On the other hand 23% teachers said that they teach this skill asking their students to read the reading text aloud, 8% teachers read by them and translate the text into Bangla while the rest 23% teachers encourage students to learn answers from not/guide book because they think this is more helpful for the students as it is directly related to testing.

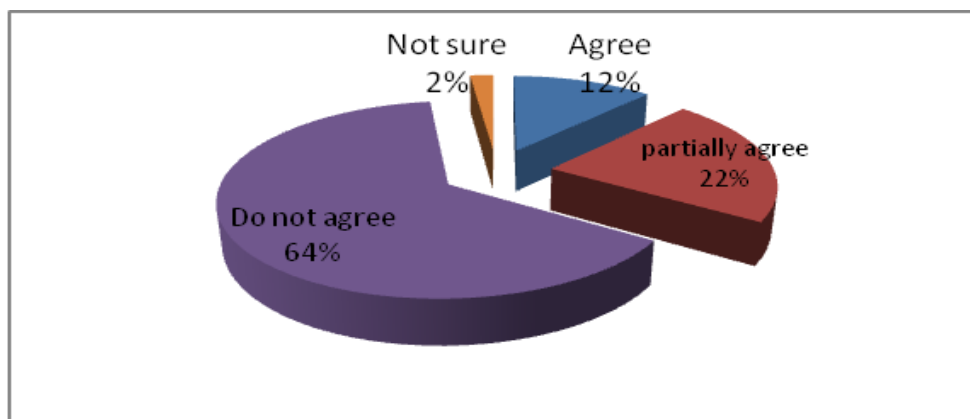


Figure 4.5: Speaking and listening skills are not taught as these are not tested.

The same statement was given to teachers like students that ‘speaking and listening skills are not taught as these are not tested in the examination.’(see question-10, Appendix-1). Figure 4.5 shows that 2% teachers responded not sure to this statement, 12% agreed, 22% teachers partially agreed, whereas and 64% teachers disagreed with the statement. About 38% of them think that since speaking and listening skills are not tested in the examination students do not feel motivated to learn them.

Table 4.2: Problems with large classes and level of motivation of the teachers/trainees

Questions	Yes	No	Someti mes	Not sure
Large classes are a big problem to apply CLT	53%	29%	18%	
Teachers are motivated to apply CLT	68%	12%	12%	8%

In Bangladesh most of the classes at secondary level are large and it is thought to be one of the major reasons of why teachers fail to implement CLT in the classroom. In reply to the question ‘if they think that large classes are a problem to apply CLT’, 53% teachers said ‘Yes’ 29% teachers think it sometimes creates problems to apply the training in the classroom while 18% teachers think it is not a big problem. Teachers have also commented on this issue (see question-

11, Appendix-1). They have said it makes classes noisy and it is difficult to give full attention to all students while they are involved in pair/group work activities, time is also a constraint to involve students in the activities and then to take feedback from them. On the other hand, the rest 29% of the teachers said that large classes are a problem but it is not impossible to manage them.

In the study the teachers were asked two questions regarding teachers' motivation. (see question-12, Appendix-1). 68% teachers are motivated to apply ELT training in their classroom but taking classes following CLT approach is a challenging task for the teachers as the teachers need to involve the students in different kinds of tasks and activities, monitor the students' activities, taking feedback on the activities and to explain and clarify things when needed. So we need motivated and hardworking teachers to implement CLT successfully.

Table 4.3: Reasons for de-motivation of the teachers to apply CLT

Reasons for teachers' de-motivation to apply CLT					
Low salary	Too many classes	Insufficient class duration	Non-cooperation from head teachers.	Non-cooperation from senior teachers	Students' lack of interest to learn the language
46	35	32	57	20	10

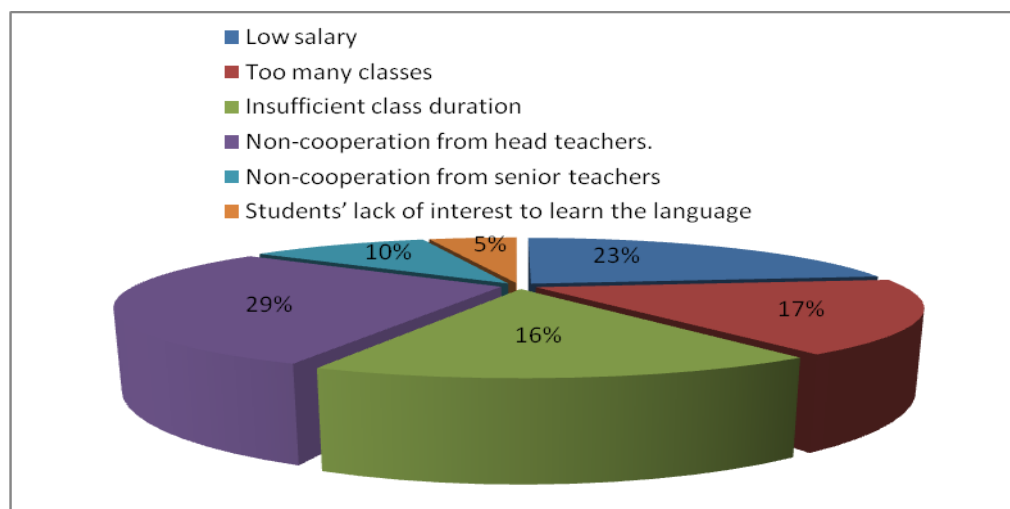


Figure 4.6: Reasons for teachers' de-motivation to apply CLT

About the motivation of the trained teachers, data show positive trend. Table 4.2 suggests that 136 teachers, that is around 68%, said that they are motivated to apply CLT in the classroom. But in reply to another question that is 'what are the reasons of their de-motivation, if they are de-motivated?' (see question-13, Appendix-1) 46 teachers said that they are not happy with their existing salary so they are not motivated. Taking too many classes per day is another cause of de-motivation for 17% teachers while 16% teachers said 50 minutes class duration is not sufficient to apply CLT in the class. 29% teachers said that they cannot apply the training they learnt due to non-cooperation of the head teachers. while 10% senior teachers are non-cooperative and rest 5% teachers believe the lack of interest of the students to practice the four skills as they like short cut way of solving model questions and memorizing composition part to do well in the examination.

4.3. Findings from Trainers' interview:

The topic of the study is "Effect of training on secondary school teacher trainers". The researcher has selected some of the trainers of BRAC Education program especially for the Non-Govt. Secondary School project (Post primary basic And Continuing Education - PACE) for the study

who are directly involved in providing and implementing training. In total 20 trainers have been interviewed and 10 trainers received TOT and rest trainers did not receive TOT.

The first interview question was *how you evaluate the training you provide the teachers* (see Appendix-2) and their answer was usually they evaluate training that the trainers provide to the Secondary School teachers by the following ways: pre training and post training test, arranging micro teaching sessions followed by feedback, provides the teachers scopes for improving their skills, techniques of how to teach in a real class.

The second interview question was *do you think the teachers are applying the training concepts in their classroom* and in reply to this question all the trainers have said that the training is effective in terms of its contents and format which is practical and participatory but its implementation in the classroom is not that satisfactory. That is why the training has not been successful in achieving desired result. 50% trainers viewed that training is 60% successful as the trained teachers are trying to apply the training but they are not getting support from the authority while rest 50% trainers said 40% is successful and they also commented that the training is very essential for the teachers to make them familiar with the changes made in the new curriculum and text books but the trainers are not able to do it without TOT.

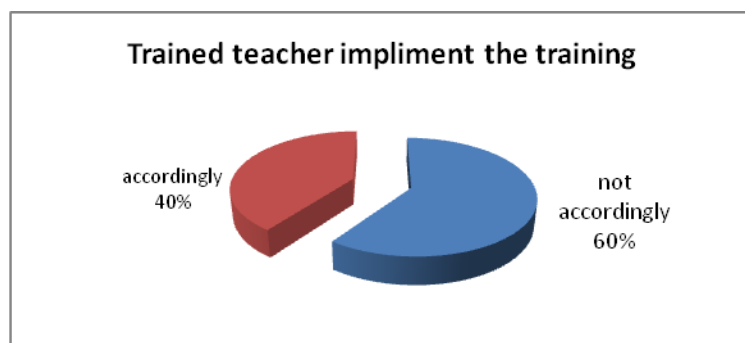


Figure 4.7: Trained teacher implement the training

The third question was *what you think about the level of English of the trained teachers to implement CLT*. The overall responses of trainers are negative; it seems they are not satisfied with the implementation of the training. About 60% of the trainers said that most of the trained teachers are not applying the training for various reasons while the rest 40% believe some of them are applying some aspects covered in the training course. The reasons they have mentioned for non-implementation of the training are: lack of support from the authority, inefficiency of the teachers, defective testing system, and lack of monitoring and motivation of the teachers. The responses of all the trainers are the same to the question regarding the level of English of the trained teachers. They observed that the level of English of the most teachers, especially the rural ones, is not good enough to implement training successfully unless they work and improve their efficiency.

The trainers were also asked if the learning culture of the students creates any barrier on the implementation of the training. In reply 50% trainers mentioned that the existing culture of teaching and learning do not play a great role as the barrier of implementing the learning of the training in teaching. 25% found that it has created a little problem in some cases but it can be easily overcome through motivating the students. On the other hand 13% trainer observed that the students' culture of preferring shortcut way of passing and getting good marks in the examination through cramming rather than practicing is hampering the implementation of the training. 12% trainer said that the culture of the traditional teachers who do not want to change their attitude is responsible for the unsatisfactory implementation of the training.

The role of testing system is very crucial in successful teaching and learning. A good testing can ensure effective teaching and learning as it has positive wash back effects on teaching. But our existing testing system is not effective due to the exclusion of speaking and listening skills which

discourages teachers and students to teach and learn these two skills. Though it aims to test their reading and writing skills, it may not be valid and reliable enough to test these two skills as it encourages students to memorize than learning through practice. In reply to the question on this issue 75% trainers strongly agreed with the statement that the inconsistency between teaching and testing is the main reason why CLT is not working in our country. 25% trainers believe it is a reason but not the only reason.

Lack of monitoring the classes of the trained teachers is also responsible for the poor implementation of the training. One of the important focuses of the training is to motivate the teacher to make the class interactive and interesting through different activities where the learners will learn through fun and creativity. By the responses of the trainer emphasizing on monitoring indicate that they have lacking to motivate teacher realizing the importance of the training and the methods and approaches used in the training related to teaching or dealing with young learners to make them creative and self-sufficient. Therefore, the trainers need to be trained on how to make them confident to motivate the teachers to implement the training in teaching. The trainers were asked whether they monitor the classes of the trained teachers and 50% trainers said that they monitored the trained teachers' classes and found the trained teachers trying to apply the training in teaching. The remaining trainers never get chance to monitor the classes. But all of them except one think that it is very important and it can help and encourage teachers to apply training in their classes. According the trainer who disagrees with this statement, merely monitoring can never be effective to encourage teachers to implement training in their classrooms until testing system is modified.

Another reason of dissatisfactory implementation of the training might be the lack of motivation of the trained teachers. Therefore, trainers opinions were required regarding it and all the trainers think most of the teachers are not motivated enough to take the challenge of implementing training in their classrooms. They said that though the teachers are found motivated during the training but they start losing their motivation going back to their schools because of different reasons. Low salary, defective testing system, non-cooperation of the authority, pressure of completing syllabus, large classes are responsible for their de-motivation (see Appendix-2).

4.4. Findings of Trainees' FGD:

From trainees FGD data the researcher found the answers of the questions, the first question was *how interested are you in receiving training?* (see Appendix-3) the teachers said they are very much interested to receive training because they get ample opportunities to exchange their ideas and gather new experience. Training helps teachers to keep up to date with new teaching related knowledge, information and techniques. Training changes teacher tremendously, teacher can be successful and proficient through training.

Second question was *how would you describe your relationships with your students?* (see Appendix-3), Most of the teacher said that their relationship with students is excellent and friendly. Whenever students face problem the students come to them for solution without hesitation, even if they face any personal problem they come to teacher for consultation.

How well does your work unit relate to other work units in your school?(see Appendix-3), teachers answered- observing the other unit teachers taking their learner centered classes implementing the training module and noticing the positive learning outcomes of the students, other units' teachers are also motivated to enhance the capacity of different subjects. They are now following the techniques and basic components for making lesson plan and taking class accordingly. Besides, the administrator of school becomes happy for the positive changes.

When raised the question as regards *what they want in new training* (see Appendix-3), they prefer ICT based training. They thought that they are lagging behind in technology. It should be included in BRAC training module.

After receiving the training when they go back to their school, they share their experience of training with their colleagues and teachers of neighboring schools very often. They get together and talked about teaching techniques. (see Appendix-3)

The sixth question was regarding *present needs for training* they recommended ICT and Task Based Learning (TBL) training from native speakers to get experience in foreign accent (see Appendix-3).

Trainees' *suggestions about the further teacher development* (see Appendix-3) indicate they believed that though they are Bangla speaker, they can read, write and speak well in English and they are not well in listening and listening is very much important in their real life situation. Therefore, their suggestion is that BRAC training should give more emphasis on listening skills. It would be a good opportunity to get practice from native speakers (see Appendix-3).

4.5. Findings of Trainers' FGD:

From focus group discussion (see-appendix-4) trainers' responses to the first question, *when you first became a trainer, what did you need to learn right away*, they said that they learned how to manage the class under different situations and with participants who come from different age group and different situations.

Second question was about unexpected challenges they have faced while conducting training sessions to trainees. In this question almost 100% trainers answer was the main unexpected

challenges of training session is dealing with trainees and facilitating training requires endless organization of various types of trainees. Sometimes large number of trainees can be difficult especially when trainees are at multiple locations. As the training method is new and unknown to the teachers, sometimes they failed to understand its significance and the process of applying it in the classroom. The most common challenges for them is to manage the adult learners for unnecessary arguments such as BRAC learning centre's food quality, rest room, honorarium problem etc. 50% trainers said about lack of their subject knowledge. Sometimes trainees' subject knowledge is better than trainers and rest 50% trainers who received TOT agreed with them and said it is manageable.

The third question was *-What are you doing particularly well as a trainer?* All trainers answer was almost same. At present they facilitate training, coordinate training, provide support to develop staff and master trainer, prepare training materials etc. and they add more points that they do all the work but they are not sure about the exact system of developing materials, they do it just from their practical experience. For that purposes they want to be updated with the latest progress in training style, about how to prepare new materials, newly developed system and they also want to continue the TOT in quarterly basis in a year.

Question number four was *-What are you NOT doing particularly well as a trainer? Why?* 60% trainers said about listening skills which is they cannot apply according to the training module in the training session due to trainees' unsupportive attitude towards this skill. Trainees always argue with them that this skill is not tested and the government did not supply the listening CD in their school so they cannot practice it in their real class. The rest 40% of trainers said that they were unable to follow-up school and do practice teaching as part of their job responsibility only because of frequent movement for different purposes such as conducting and coordinating huge number of training, meeting, material development workshop along with some other personal problems.

The fifth question was *what do you think is the toughest part of being a trainer? Why?* While answering this question, the unanimous answer of all trainers was to manage the adult learners' classroom, give effective presentation, satisfying the trainees, fulfilling the objectives, reviewing the class room because every training has an aim; trainers' topmost duty is to fulfill the

objectives of the training. Another toughest part for the trainers is to keep themselves de-touched from their family for a long duration.

The sixth question was *in what areas do you need help to be a better trainer?* (see Appendix-4). In this question 100% of trainers said that they want to learn modern techniques, methods, and approaches, acquire deep content knowledge, Oversees training for knowing other countries teaching culture. Their requirement also was motivation from authority, lessen stress, reduced movement, to keep in touch with family, economic solvency, to get facilities to observe better trainers training, congenial environment for sharing experience with authority and finally they want more TOT as continuous professional development (CPD).

The seventh question was *how receptive would you be to receiving training in the skills you hope to develop as a trainer?* The trainers want to develop themselves as an English language trainer and for this purpose they would like to receive the trainers' lectures, listening skill, and reading skill from the TOT sessions, they are also eager to know the stages and steps of listening and speaking skills. To conduct the sessions smoothly in the training session it is crucial to know the attitude of the skills and according to the skill they will proceed the session. They will develop themselves by sharing with their others colleagues through receptive skills and finally they will produce it in their training session.

The last question was *how receptive would you be to one-to-one coaching to build up your training skills*, trainers said that they have some specific and individual difficulties to facilitate training to the adult learners. This goes under individual style of learning and to solve the individual needs it needed to provide individual treatments. On the basis of that most of the trainers were positive to receive one- to- one coaching to solve the individual difficulties to build up their training skills, and they also said immediate problems can be minimized through one-to-one coaching sessions. The trainers are very much eager for one-to one coaching.

4.6. Findings of training observations:

The researcher has observed 20 trainers training sessions, 10 of them had TOT and the rest did not have. All trainers followed the BRAC supported training materials, lesson plan with 4 skills, and used all types of techniques such as pair work, group work, chain drill, monitoring and evaluating the trainees (see Appendix-5). Trainers used poster paper, projector as teaching aids. All trainers extended their support towards comparatively weaker participants and they encouraged all the participants during and after each activity. The trainees of those trainers who did not receive TOT were fewer participants during these sessions. From the field note, the researcher observed that trainees were reluctant to take training and some trainees think they know everything and they tried to irritate the trainer by asking and discussing different irrelevant questions, which were not useful for the language training. Other trainees who were serious about the course become disappointed. These kills valuable time of the classroom and derail the trainer from the discussion topic. Some of trainers were not strong in convincing voice. The reason was their lacking of in-depth knowledge on the subject. Some trainers' presentation skills and style was also very poor. The trainer can naturalize conflicting group if he/she has the knowledge, skills and style. They are short of confidence because they did not receive TOT. Therefore, trainers have to have mixed qualities for a fruitful training session, because it generates through TOT. The finding of the researcher is that the class of the trainers who received TOT is more interactive and effective than the class of trainers who did not receive TOT.

4.7. Discussion based on central research question:

The objective of this study is to find out to what extent BRAC training is being effective in the classroom by the trained teachers and to investigate reasons of unsatisfactory implementation situation. To decide the result let us divide BRAC training components into two categories, one focusing on the attitude and behavior of the trainers in the training session that relates to the use of English by the trainers, encouragement of the trainees to speak in English, creation of friendly atmosphere, motivation, gentle error correction and the other focusing on the skill development

of the teachers to teach individual skills like listening, speaking, reading and writing. From the responses of the teachers and trainers it is found that the extent to which the training is being implemented is limited, especially in the case of teaching individual skills. Positive changes have taken place in the case of their attitude as reported by about 70% trainees. But in the case of later category of the training which is the core component of it and directly involved to develop trainees' communicative competence, the implementation rate is very limited. Only around 40% trainers report that teachers teach these skills properly following the communicative approach though the claim of about 60% teachers is that they do so.

To find out the answer to the second question 'why the teachers are not applying the training in the classroom,' it is seen that the ineffective testing system is the main reason as the examination fails to inspire or in other word to compel the teachers and students to teach and learn the four language skills in communicative approach. About 70% teachers and 90% trainers support this view. There are some other reasons also like lack of support from the head teacher, low salary, workload, insufficient duration of class and students' lack of interest that de motivate teachers to teach communicatively.

The main problem of training session is dealing with trainees as facilitating training requires endless organization of various types of trainees. Sometimes classroom sessions for large numbers of trainees can be difficult—especially when trainees are at multiple locations. Most of the time trainees' useless arguments hamper the class. The change of curriculum has also made them confused. The inclusion of communicative method in language teaching is a step towards obtaining a practical, life-oriented curriculum but the lack of subject knowledge hampered the whole thing. As the method is quite new and unknown to the teachers, they failed to understand its significance and the process of applying it in the classroom. As a result, though the books are

designed to be following communicative method, teachers are still following their years old traditional method. It is creating a gap between the expected outcome and the achievement. So, trainers' training is important to make the teachers friendly with the textbook, skills and positive attitude towards class.

It is also found that to develop the trainers' facilitation skill trainers need overseas training to know the other countries culture, teaching style, techniques, attitude, motivation style, manage adult learners classroom, know-how of classroom technology to make interactive training session. Therefore, trainers need to visit different countries as field trip to be aware of latest development in the above mentioned points.

4.8. Comments:

The findings of the study done by Erol (2008) also support the finding of this study that no significant difference in the attitude towards teaching was found on the basis of the groups. The study found that there is no significant relationship between overall attitude as well as average and low attitude towards teaching and academic achievement of student teachers. In a similar study conducted by Garg and Gakhar (2009), it was found that the academic performance is not correlated significantly with attitude towards teaching of student teachers. But on the other hand researchers reported in her study that attitude towards teaching influences achievement in theory and total achievement significantly. However, a significant relationship was found between high attitude towards teaching and academic achievement of student teachers.

The trainers' facilitation skill should be strong and attractive because the adult learners enter the training or educational environment with a deep need to be self-directing and to take a leadership role in his or her learning. The psychological definition of adult trainees is one who has achieved a self-concept of being in charge of his/ her decisions and living with the consequences; this takes more than the instructional setting. Thus, trainers can help learners attain new knowledge and develop new skills, but they cannot do the learning for learners. Trainers' attitude toward trainees should be positive. Facilitating a training course requires a variety of steps, tasks, and

skills. Although many training take place during the design segment, coordination is very important during all segments of the training process. The various "hats" a trainer wears include communication manager, materials developer, facilities and equipment supervisor, problem-solver, and even entertainment director. In short, the main problem of training session is dealing with trainees who have received training from various types of organizations. They start to compare quality and other issues such as honorarium, food etc. with the present and previous organization's training. Sometimes some very competent teachers come for training. These competent teachers bear more knowledge than the trainers in some fields. Some trainers also do not have up-to-date subject knowledge and ability about how to manage these types of trainees. A trainer must develop his/her training capacity, smooth functioning of large classroom , coping with techniques and technology, building up trainers' confidence , making trainers professional, making trainers and teaching creative, introducing CLT approach accordingly and it inspire trainers making a congenial environment of English language teaching sessions. The goal of this project is trainers training needed for dealing with adult trainees in English language training sessions to respect their social world and the factors, which affect the nature of their interactions. This qualitative and quantitative research finding is that- among all other issues, the foremost challenge our education sector face is lack of skilled, qualified trained trainers.

The researcher believes that there is no alternative for training if education is to be reached to the root level. Since the purpose of the TOT Program is capacity building, participants need to do at least three training sessions. This helps participants reinforce the knowledge they gained at the TOT as well as increase the opportunities for contributions of English background and non-English background trainers to gain quality subject knowledge and expertise. Continuing training process help the trainers to stay updated about the recent and modern training techniques.

Chapter-5

Conclusion

5.1. Introduction:

The study considered the effect of training on secondary school teacher trainers in BRAC. It investigated the present implementation condition of the training as well as the reasons behind the non-implementation. The next section summarizes the findings of the study.

5.2. Summary of the findings:

The findings of the research do not show a very positive effect of training as they show that only a few teachers are trying to apply some of the aspects of the training. It is seen that teachers' attitude and behavior in taking training sessions have positively been changed through training. But this change is not up to the expected level. It could be more effective if trainers could have been motivated through TOT. Around 50% participants responded saying that their trainer encourages them to use technique but they do not make clear how to manage the school authority to apply the techniques and what attitude are needed to show towards authority because non-trained trainers do not know how to motivate trainees and how to approach to their authority. But in the case of the core components of the training like teaching four language skills, involving students in pair and group work activities, the implementation is very poor. According to the responses of the trainers only around 40% teachers try to implement the training concepts.

The participants of this study have held the defective testing system responsible for this terrible condition of implementation of training. Listening and speaking skills are most neglected as these two skills are not tested in public as well as internal examinations. Apart from defective

testing system, teachers also mentioned some other problems, such as lack of support from the head teachers and untrained senior teachers, low salary, work pressure, insufficient duration of the classes and students' lack of interest that hamper the implementation of the training in the classroom.

On the other hand trainers' mentioned that they are unsatisfied with present salary structure, ineffective TOT, ineffective testing system, exhausting journey, psychological anxiety from both authorities and family. Problems that are pointed out from both teachers and trainers end should be taken into consideration. Some problem solving steps have been sought out through this study and the best solution for all these problems is an effective and practical TOT module.

5.3. Contribution to research:

Several studies have been done on ELT in Bangladesh. Most of the researchers focused on communicative textbooks, CLT, testing system, teachers training etc. Very few studies have been done especially on the effectiveness of the training of trainers' programmes. So, this study can help the future researchers with literature on the similar area as well as a list of references from where they can get more information about their topics. Besides, they can use the findings of this study to compare with theirs. This research can also be a good help for the researchers if they want to do any study on the same area focusing both on BRAC and other organizations settings.

5.4. Implications:

The reflective model' of Wallace (in Ur, 1991) has been used for this study to examine the impact of the training. The model says that teachers learn the teaching approaches through training and then apply it in the real classroom to reflect back whether the approaches are applicable to the existing education system including the context and content of teaching and

testing. The findings of the research match with the theory of Wallace (in Ur, 1991) as from the findings it is found that many trained teachers tried the approaches they learnt from the training in their real classes and discovered that they were not applicable in Bangladeshi context and contradictory to the existing testing system, and so, they gradually lost their motivation and stopped following the training. A trainer plays a big role to keep the trainees motivated. But the trainers are also losing motivation due to inadequate and qualitative TOT from BRAC.

As this study presents the unacceptable condition, with reasons, of teaching and learning English in BRAC Secondary Education Programme and the implementation of training provided to the English trainers to bring about a positive change, it can help all the stakeholders and decision makers involved with teaching, testing and training to take necessary measures to improve the situation. The major problem is the testing system, the policy makers can take initiatives to do extensive research on this area and based on the finding they can take necessary steps to modify the testing system to ensure positive wash back effect of it on teaching. People involved in training programmes can also be benefited from this study as they can make their training more effective taking corrective measures, for instance, they can include more modules to develop both trainers' and teachers' language skill and motivation skill. As it is seen from the data of the trainers that monitoring can play vital role to motivate trainers to implement training, they can enforce monitoring activities.

5.5. Further study:

In this study only BRAC has been chosen for data collection but we know that very big portions of the total number of trainers are working in different organizations. So, the result of this study may not reflect the real scenario of teaching and learning of English and the implementation of English language trainers training of the whole country as there is a big gap between the level of English of both the trainers and teachers of these two settings. So further research is suggested including both BRAC and other ELT organizations.

5.6. Recommendation:

Based on the result of the study the following recommendations have been made:

1. The native context trainer should go to different countries as field trip to know the real context. Some sessions of TOT organized by BRAC should be conducted by the native trainers and the existing TOT module should be revised and include ICT for changing their attitude towards teachers' training.
2. A trainer's base should be his/her home district so that they will not feel alone. The present salary structure of the trainers should be increased and the gap between the authority and the trainers must be minimized.
3. As major problem lies in the testing system in our country, it should be reformed. Speaking and listening skills test should be introduced in the internal as well as in the public examinations and the existing reading and writing tests should be changed and made more reliable, valid and practical ensuring the test of students' skills rather than their memorization. In this case, along with seen comprehension passage, an unseen reading passage can be added and seen passage can be rephrased before setting it in the question paper.
4. Trained teachers complain that they do not get support from their school authorities and so they start losing their motivation to implement training after coming back from training. To solve this problem school authorities meaning head teachers, school managing committee members, etc. can also be brought under short training or include teaching techniques in head teachers management training module to raise their awareness of the importance of the training so that they can cooperate their English teachers and contribute to the implementation of training.

5.7. Conclusion:

In Bangladesh Communicative Language Teaching (CLT) has been introduced and teachers have been trained with the expectation that if teacher trainers train the teachers to use the textbooks properly and implement the training in the classroom appropriately, the students will be communicatively competent. But this research reveals that the scenario of the implementation of training at the secondary level is undoubtedly frustrating. Although the textbook is designed based on the communicative approach with lots of activities, very effective to develop students' language skills, due to some unavoidable reasons, the teachers are reluctant to implement the training in the classroom. The reasons revealed in the study are ineffective testing system, lack of qualified trainers, de-motivated trainers, lack of continuous capacity development through apt TOT, low salary, workload, gap with authority, de- touch from family for long time, etc. The goal of this project is trainers training need for English language training sessions to respect their social world and the factors which affect the nature of their interactions with trainees. This perspective permit the trainers to assist trainees in thinking deeply about knowledge acquire about teacher's psychology that is encouraging adult learners to identify and utilize a variety of resources to achieve their objectives, assisting adult learners in evaluating their own learning. Whether formally or informally training adult learners, adequate preparation is essential. It is hoped that the authorities concerned like will look into the matter and take necessary steps for removing all the obstacles to ensure the implementation of the training and bring about a positive change in the teaching and learning of English in BRAC Education Programme.

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8iAppendices-1

Questionnaire for Teachers'/ Trainees

School_____ District_____ Urban ☐ Rural ☐

Age_____ ☐ Male ☐ male Teaching experience_____ year(s)

Highest degree obtained_____

1. Did you have English in your Bachelor degree? ☐ Yes ☐ No

2. Have you received any training other than BRAC? ☐ Yes ☐ No

If yes,

Name of the training course Duration Organized by

.....
.....

3. Do you think BRAC training helped you develop your views and perceptions for effective teaching?

☐ Yes ☐ No ☐ Not sure ☐ Others (Please specify).....

Give reasons.....

.....

4. Do you use Teacher's Guide to prepare your lessons for teaching?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

Give reasons.....

.....

5. Do you use English in your class?

☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

Give reasons.....

.....

6. Do you conduct any pair and group work to engage students in different tasks and activities from EFT?

☐ Always ☐ often ☐ sometimes ☐ rarely ☐ never

Give reasons.....

7. How do you teach listening lessons from English for Today? Please tick. You can tick more than one option.

- ☐ I do Pre, While and Post- listening activities with the students.
- ☐ During While-listening stage, I read the text from teacher's guide aloud and ask students to do activities while they listen.
- ☐ I read the text aloud and ask students questions after reading.
- ☐ I do not teach listening lessons.
- ☐ Others (Please specify).....

8. How do you teach reading skills? Please tick. You can tick more than one option.

- ☐ I ask students to read the text aloud and translate it into Bangla.
- ☐ I read the text aloud and translate into Bangla.
- ☐ I ask students to read the text silently and do activities based on their reading.
- ☐ I ask students to read the passage at home and then check their comprehension asking questions based on the text in the next class.
- ☐ Others (Please specify).....

9. Do you use other techniques like visual aids, miming/acting, explanation in English etc. than using translation technique to teach vocabulary?

- ☐ Always ☐ Often ☐ Sometimes ☐ Rarely ☐ Never

Give reasons.....

10. Speaking and listening skills are not practiced in the class because these two skills are not tested in the examination. Do you agree with this statement?

- ☐ Agree ☐ Don't agree ☐ Don't know ☐ Partially agree ☐ Others (Please specify)

11. Do you think large classes are a big problem to apply CLT in the classroom?

- ☐ Yes ☐ No ☐ Sometimes ☐ Not Sure ☐ Others(Please specify).....

Give reasons.....

.....

12. Do you feel motivated to take the challenges of applying CLT training in you classroom?

☐ Yes ☐ No ☐ Sometimes ☐ Not sure ☐ Others (Please specify).....

13. Have you ever felt de- motivated? Yes No. if 'yes' give reasons. Some of the reasons are mentioned below. If your answers match with them, tick them. You can tick more than one option. Add below if you have other reasons.

☐ Low salary ☐ many classes

☐ 35-40 minutes class duration is inadequate for applying CLT in the class.

☐ Non-cooperation of the head teachers ☐ Non-cooperation of the senior teachers

☐ Students are more interested in solving model questions and memorizing writing questions for exam than learning language.

☐ Others (Please specify).....

Appendices-2

Questions for interview with BRAC trainers'

1. How will you evaluate the training you provide the teachers?
2. Do you think the teachers are applying the training concepts in their classroom?

If yes, to what extent? If No, why not?
3. What do you think about the level of English of the trained teachers to implement CLT?
4. What influence does the culture of learning of the Bangladeshi students have implementing CLT?
5. Do you believe that the mismatch between teaching and testing is one of the major reasons of why CLT is not working in our country? What is your opinion about the ways teacher listening is done in our classrooms? Do they reflect CLT principles in practice?
6. Do you monitor the trained teacher's classes after training? Do you think proper monitoring system can be effective to encourage teachers to implement training in their classrooms?
7. What is your opinion the motivation system after training? If no, suggest how they can be motivated.

Appenices-3

FGD for Trainees (teachers')

1. How interested are you in receiving training?
2. How would you describe your relationships with your students?
3. How well does your work unit relate to other work units in your school?
4. What preferences do you have about the new training you may receive?
5. How might you sell your plan for development as a teacher to your students?
6. What else can you tell me about your needs for training at this time?
7. What are your suggestions about this training for further teachers developing?

Appendices-4

FGD for Trainers

1. When you first became a trainer, what did you need to learn right away?
2. What unexpected challenges have you faced while conducting training sessions to trainees?
3. What are you doing particularly well as a trainer?
4. What are you NOT doing particularly well as a trainer? Why?
5. What do you think is the toughest part of being a trainer? Why?
6. In what areas do you need help to be a better trainer?
7. How receptive would you be to receiving training in the skills you hope to develop as a trainer?
8. How receptive would you be to one-to-one coaching to build up your training skills?

Appendices-5

Training Observation checklist

Total participant: 20 each session

Training received TOT: Yes- 10 No-10

Indicators	Details
Lesson Plan:	
Use of Materials:	
Use of techniques	
Trainees' Response:	
Trainer Encourages the participant:	
Care for Extra Support Learners	
Teaching Aids (Specify):	
Trainers dealing with different skills:	